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ABSTRACT

A study was undertaken at the University of Arkansas to identify what problem areas may exist for students in general or for particular groups of students. The Student Needs Survey instrument was developed in the spring of 1976 for use in this study. It was designed to determine the extent of student needs in seven areas: academic, career choice, personal, racial discrimination, sex discrimination, health, and general. Students were chosen at random by a computer to participate. Every fourth black and every twentieth white student was selected. Surveys were mailed to 735 students, and 334 responses were received. The findings indicate that black students and students of lower socioeconomic groups in general have special needs that include social-emotional areas as well as those of skill development for academic success. Persons living in Greek housing seem to have more problems of major career choice and are more sensitive to sexual discrimination. Differences between men and women were evident only in the individual item analysis where content was more closely focused on. Extensive statistical tables, charts, and analyses are presented. (MSE)

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ED146854

STUDENT NEEDS SURVEY REPORT

Submitted by
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I wish to express appreciation and thanks to Dr. James Dunn, of the Math Department and Statistics Laboratory, who contributed freely of his time, statistical knowledge and expertise in planning and developing the analysis for this study. His main concerns were that the data be simplified and utilized to as accurately as possible represent the population being studied. Without Dr. Dunn's help a far less meaningful report would have been possible.

STUDENT NEEDS SURVEY REPORT

Purpose - The basic purpose of this study is to identify what problem areas may exist for students in general or for particular groups of students. Since these problem areas may act as barriers to the student's full realization of educational opportunities, and since these barriers may be more significant for one group than another, it would seem to be important to know where those problem areas lie.

It is hoped that through such knowledge institutional programs and processes can be adjusted so that all students may more fully realize their potential in this environment.

Instrumentation - The Student Needs Survey was developed in the Spring of 1976 for use on the University of Arkansas campus. It was designed to determine the extent of student needs and concerns in seven dimensions (Academic, Career Choice, Personal, Racial and Sexual Discrimination, Health and General), so that direction could be given to campus development and remedial action.

Survey Sample - Students were chosen at random by the computer to participate in the survey. Every fourth Black student was picked and every twentieth of Caucasian and other students were picked to be surveyed. A higher proportion of Black students was chosen due to their small numbers. One hundred forty five Black students and 703 other students were originally selected.

Since the survey was to be administered via a mailing, it was necessary to eliminate many students from those selected due to inaccurate addresses. Addresses were determined to be inaccurate when they were more than 70 miles from campus. Forty-seven of the Black students were eliminated from participation for this reason leaving 98 Black potential participants, and 66 of the

remaining students also had inaccurate addresses leaving 637 students other than Blacks as potential participants. Thus, a total of 735 students were mailed the survey.

In all 401 of the 735 students to whom the survey was mailed did not respond. However, it is conservatively estimated that 163 of those 401, or 22 percent of the original 735 never received the survey, due, again to inaccurate and unavailable addresses.

The 163 figure was obtained through records kept by those making follow-up contacts with non-respondents. With the help of the Great Mandala, Black Americans for Democracy, Resident Assistants and Fraternity and Sorority members, a total of 431 follow-up contacts were made by phone or in person for non-respondents. Thirty three (21 percent) of the original 154 dormitory survey subjects were reported by Resident Assistants to be gone from campus, 12 (29 percent) of the original 41 off campus Black survey subjects were reported by BAD to have disconnected phones (nine students) or to be known to have left town (three students), no surveyed Sorority women were missing (and only one of 22 subjects did not return the survey!). One hundred one (26 percent and the lowest estimate made by the office personnel and Great Mandala workers who attempted during the day and in the evenings to reach off campus non-respondents) of the original 393 non-Greek, non-Black off campus students were reported to be unreachable and no Fraternity men of the original 25 subjects were reported unreachable (though 14 did not respond). Seventeen letters were returned marked "not at this address."

In summary perhaps it should be pointed out that the estimate of 22 percent unreachable (of the 735 subjects to whom the survey was mailed) is very close to the Resident Assistant report of 21 percent not at the dormitory address, where complete accuracy is possible.

It is not supposed that 22 percent of students move in less than a

semester's time but rather that for many reasons accurate addresses are apparently not currently available. Overall, beginning with the original sample picked by the computer (848 total), 276 addresses (163 plus 113 eliminated due to 70 miles distance of address) or 32 percent, were apparently inaccurate.

Thus, of the orignial 735 students who were mailed the survey it is estimated that 572 students received the survey, with 334 completing and returning it (approximately 2.5 percent of the student body population) for a 58 percent return rate.

Because of the inconsistency in follow-up techniques the statistical assumptions of random selection are to some degree jeopardized. There may be a tendency for the needs and concerns of sorority women and dormitory residents (where personal contact was possible in each case) to be emphasized while needs and concerns of all off campus students (phone call follow-up) and fraternity men (group announcement follow-up) may tend to be underrepresented. Though standardization of follow-up techniques was highly desirable it was necessary to accept whatever help various groups could afford to give.

Data Reduction and Analysis

Factor Analysis was performed to obtain a clustering of items into 10 batteries (factors). Seventeen of the original 74 items were not included in any factor. Six items appeared in two factors, one item in three factors (see Table 1).

Following identification of the 10 factors, a Multiway Classification Multivariate Analysis of Variance, where the response for each factor is the proportion of items which were given a "yes" response, was performed. The classifications involved in the Analysis of Variance were based on the following demographic characteristics: College, Academic Class, Racial/Ethnic, Sex,

Age, Marital Status, and Residence.

A final separate analysis was done on 17 individual items using Goodness of Fit models. These models were structured to test for the effect of Academic Class, Sex and Race and, where appropriate, all combinations of those variables on each of the 17 items. The items were selected due to their relevance to the Freshman year and because they appeared to differentiate sex and race groups. The items selected were:

3.* (lack adequate information about majors)

4. (lack adequate information about self to choose a major)

8. (poor reading skills)

11. (extremely anxious when taking tests)

13. (lack adequate information about careers)

14. (lack adequate information about self to choose a career)

16. (no information about job availability--various areas)

20. (lack work experience for informed career choice)

28. (worry about grades though performance adequate)

29. (often depressed)

30. (considered suicide)

46. (teachers in classroom--racial discrimination)

61. (teachers in classroom--sexual discrimination)

70. (need for part time work)

74. (financial concern)

75. (legal matters concern)

77. (physical security concern)

* See Appendix A for complete item.

Results

Factor Identity The 10 Factors identified were conceptualized, based on item content, to represent these dimensions:

Factor I: Self Adequacy

Factor II: Unfair Treatment

Factor III: Major and Career Choice

Factor IV: Racial Discrimination*

Factor V: Drug Dependency and Alienation

Factor VI: Sexual Discrimination

Factor VII: Discriminatory Student Behavior

Factor VIII: Environmental Dissatisfaction

Factor IX: Environmental Management

Factor X: Fairness in Financial Aid and Legal Concern

(See Table 1)

* The reader should keep in mind that each Factor is by definition a two-dimensional axis so that its label should not ideally represent either the positive or negative end of that axis. However, neutral, short, descriptively meaningful terms were not always available particularly where "discrimination" items were concerned.

TABLE 1. Item Identity and Loading within Factors

Factor	Item*		Loading
I Self Adequacy	8.	(poor reading skills)	.54
	10.	(poor study skills)	.61
	23.	(relationship conflict--poor communication)	.59
	24.	(relationship difficulty--internal blocks	.58
	25.	(often tense or anxious)	.56
	27.	(cannot make decisions)	.44
	29.	(often depressed)	.61
	30.	(considered suicide)	.48
	74.	(financial concern)	.42
	77.	(physical security concern)	.46
II Unfair Treatment	26.	(parents are a problem)	.45
	40.	(campus offices and services--racial discrimination)	.71
	41.	(Union Programs--racial discrimination)	.69
	49.	(campus housing--sexual discrimination)	.53
	51.	(Admissions--sexual discrimination)	.57
	53.	(student groups or organizations--sexual discrimination)	.61
	54.	(campus offices and services--sexual discrimination)	.66
	55.	(Union programs--sexual discrimination)	.60
	57.	(campus student employment--sexual discrimination)	.62
III Major and Career Choice	3.	(lack adequate information about majors)	.72
	4.	(lack adequate information about self to choose a major)	.66
	5.	(conflict as to major choice)	.58
	13.	(lack adequate information about careers)	.74
	14.	(lack adequate information about self to choose a career)	.59
	15.	(conflict as to career choice)	.53
	16.	(no information about job availability--various areas)	.46
IV Racial Discrimination	11.	(extremely anxious when taking tests)	.38
	34.	(ever discriminated against on basis of race)	.44
	39.	(student groups or organizations--racial discrimination)	.40

*The complete item is presented in Appendix A in the order and grouping in which it appeared in the survey. Also presented for each item in Appendix A are the percentages of "yes" response for Black and Caucasian Male and Female groups in the Freshman year.

(Table 1 continued)

Factor	Item*		Loading
	41.	(union programs--racial discrimination)	.44
	43.	(campus student employment--racial discrimination	.42
	44.	(advisor--racial discrimination)	.42
	46.	(teachers in classroom--racial discrimination)	.70
	47.	(students in classroom--racial discrimination)	.72
V Drug Dependency and Alienation	21.	(lonely due to lack of social skills and, or, anxiety in social settings)	.36
	31.	(alcohol is a problem to me)	.66
	32.	(marijuana is a problem to me)	.36
	33.	(tobacco is a problem to me)	.54
	36.	(off-campus housing--racial discrimination)	.39
	41.	(union programs--racial discrimination)	.40
	50.	(off-campus housing--sexual discrimination)	.53
VI Sexual Discrimination	48.	(ever discriminated against on basis of sex)	.69
	58.	(advisor--sexual discrimination)	.41
	59.	(attitudes and behaviors of male students--sexual discrimination)	.45
	61.	(teachers in classroom--sexual discrimination)	.68
	62.	(students in classroom--sexual discrimination)	.80
VII Discriminatory Student Behavior	45.	(attitudes and behavior of students--racial discrimination)	.61
	49.	(campus housing--sexual discrimination)	.46
	59.	(attitudes and behavior of male students--sexual discrimination)	.55
	60.	(attitudes and behavior of female students--discrimination)	.67
VIII Environmental Dissatisfaction	22.	(roommate conflict)	.52
	44.	(Admissions--racial discrimination)	.50
	70.	(need for part time work)	.39
IX Environmental Management	12.	(no job available in area of greatest interest)	.45
	16.	(no information--job availability in various areas)	.48
	17.	(difficulty in finding job in chosen area)	.44

(Table 1 continued)

Factor	Item*		Loading
	28.	(worry about grades though performance adequate)	.39
	64.	(birth control information needed)	.45
	67.	(more physical fitness programs needed)	.51
	72.	(transportation difficulties interferring)	.49
	73.	(inadequate child care)	.66
	75.	(legal matters concern)	.41
X Fairness in Financial Aid and Legal Concern	34.	(ever discriminated against on basis of race)	.43
	42.	(financial aid--racial discrimination)	.70
	56.	(financial aid--sexual discrimination)	.59
	75.	(legal matters concern)	.46

Overall Effects

Analysis of variance revealed significant Academic Class ($F=1.45$, $p<.02$), Race ($F=2.16$, $p<.0001$), and Residence ($F=2.01$, $p<.006$) overall effects.

Overall significant interactions were found for Class x Race groups ($F=p<.002$) (see Table 2). There were clearly no effects for Sex or Age groups and so those variables were dropped from further study in the separate Factor Analyses.

TABLE 2. Analysis of Variances of Overall Response within Demographic Categories

Source	F (Pillai's Trace)	p
College	1.24	.128
Academic Class	1.45	.023
Race	2.16	.0001
Sex	.61	.806
Age	1.07	.327
Marital	1.25	.137
Reside	2.01	.006
Class x sex	1.16	.212
Class x Race	1.70	.002
Race x Sex	1.40	.180

Factor I: Self Adequacy

No effect of demographic variables was found on the Self Adequacy factor except for that of race ($F=2.77$, $p<.03$). To describe the effect of race, the average proportion of "yes" responses to items of Factor I was found (see Table 3).

TABLE 3. Proportion of Items of Factor I Receiving "YES" Response from Racial Groups

Race	Mean Proportion	Lower 95% CL* for Mean	Upper 95% CL* for Mean	n
American Indian	.349	.041	.873	3
Asian	.184	.000	.586	4
Black	.427	.305	.553	26
Caucasian	.224	.193	.256	256
Hispanic	.500	.030	.767	3

Because the number of participants were quite low for all races except Black and Caucasian (see Table 3), confidence intervals could reveal no differences for any groups except for those between Black (42.7% yes response) and Caucasian (22.4% yes response) participants (see Figure 1).

The findings indicate that on the average Black respondents said "yes" to .427 of the items in the Self Adequacy factor, while Caucasian respondents, on the average, said "yes" to .224 of the items in the Self Adequacy factor.

* Confidence Level

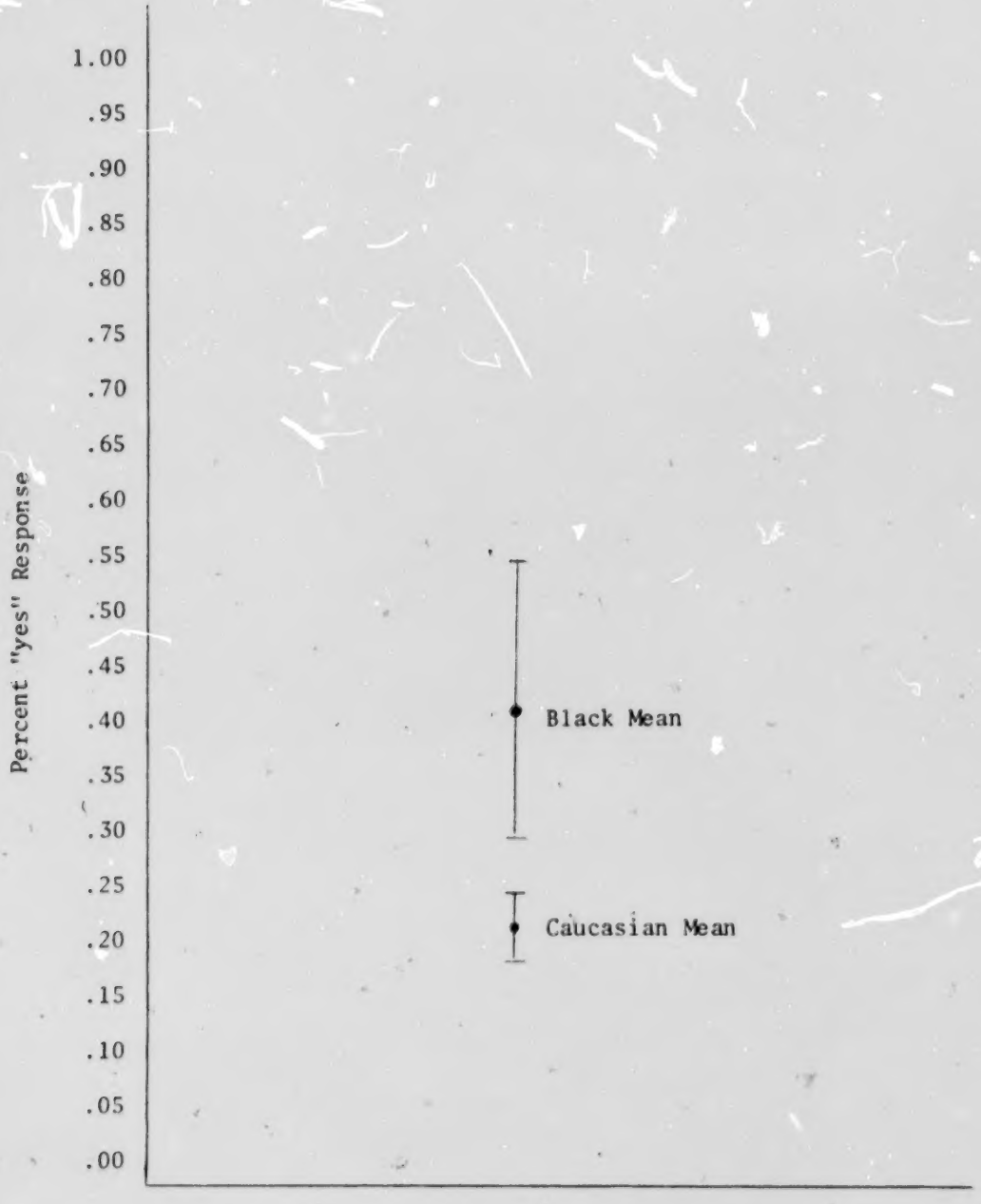

Figure 1 Confidence Intervals ($p < .05$) and means for effect of Black and Caucasian identity on Factor I.

Factor II: Unfair Treatment

Significant interaction effect was found on Factor II for Class by Race groups ($F=2.09$, $p<.05$).

Interaction effects for Black and Caucasian groups will be presented but differences by class for the group of Black respondents should be interpreted with awareness of the small number of Black subjects within each class (Freshman, n=11, Sophomore, n=5, Junior, n=1, Senior, n=4. Graduate, n=2). One Black subject was not included because of missing values on Factor II and two subjects placed themselves in the "other" category.

The findings presented in Table 4 show that in the Sophomore year Blacks responded on the average to .139 of items concerning unfair treatment while Caucasians in the Sophomore year responded to only .003 of those same items. In other years (Junior year excluded where only one Black responded) both groups gave very low response to those items.

TABLE 4. Overall Proportion of Items of Factor II Receiving "yes" Response from Academic Class by Race Groups

	Class				
Racial Group	Freshman	Sophomore	Junior	Senior	Graduate
Black Mean	.005	.139	.222	.043	.000
Upper 95% CL for Mean	.034	.270	.573	.132	.129
Lower 95% CL for Mean	.002	.047	.015	.002	-.129
Caucasian Mean	.009	.003	.003	.004	.003
Upper 95% CL for Mean	.021	.011	.012	.013	.011
Lower 95% CL for Mean	.002	-.000	-.000	.000	.000

Factor III: Major and Career Choice

Significant effect was found on Factor III for Residence only ($F=5.38$ $p<.005$).

Respondents indicated whether they lived in Residence Halls, Greek housing or off campus housing. The responses of these groups to Factor III are presented in Table 5 and Figure 2.

TABLE 5. Residence Effect on Factor III

Residence	Mean Proportion	Lower 95% CL for Mean	Upper 95% for Mean
Residence Hall	.281	.199	.370
Greek Housing	.488	.347	.630
Off Campus Housing	.216	.164	.272

The findings show that respondents living in residence halls said yes on the average to .281 of items in the major and career choice factor, while respondents living in Greek housing said yes on the average to .488 of those same items, and respondents living in Off Campus housing said yes to .216 of those items.

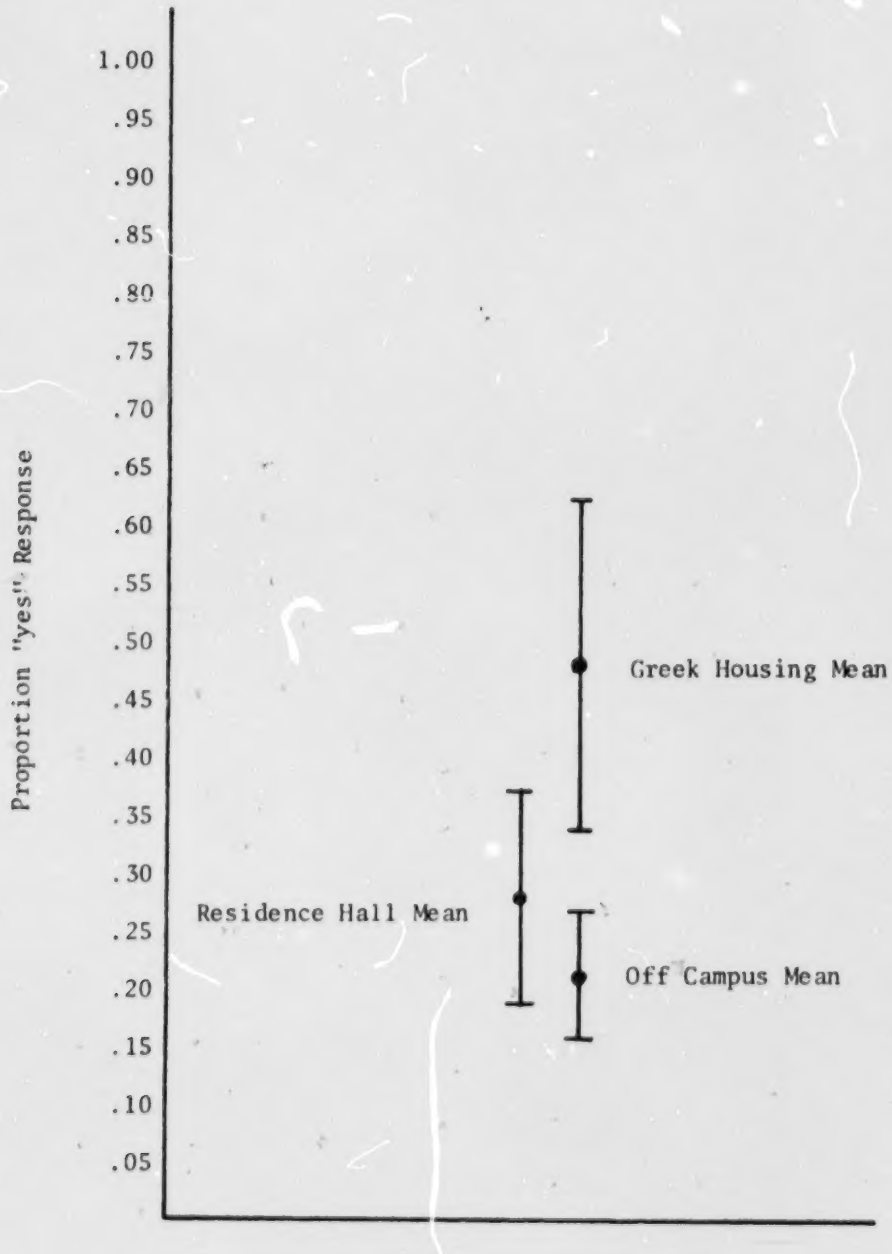

Figure 2 Confidence Intervals ($p < .05$) and means for effect of residence on Factor III.

Factor IV: Racial Discrimination

Significant effect at the .05 level was found on Factor IV for College ($F=3.81$, $p<.003$) and Race ($F=10.95$, $p<.0001$) only.

The findings show a uniform lack of interaction between College and Race so that when a response for Caucasians within a College to items in Factor IV were relatively high (Education) or relatively low (Engineering) the same was true for the Black response. Table 6 gives the precise proportion of "yes" response for each Class by Race group* while Figure 3 presents the same results in graphic form for ease of reading. Only Black and Caucasian groups by College are presented in Figure 3 as n=one or zero for each of the remaining classifications.

* All racial/ethnic groups were included in Table 5 in spite of their exceedingly low numbers since content of these items refer specifically to racial/ethnic concerns.

TABLE 6. Proportion of Items of Factor IV Receiving "yes" Responses from Ethnic/Racial by College/Groups

Race	Proportion and n	Lower 95% CL for Mean	Upper 95% CL for Mean
College of Engineering			
American* Indian	.122 n=1	.000	.436
Asian	.012 n=1	-.066	.211
Black	.246 n=3	.137	.375
Caucasian	.001 n=31	-.004	.01[illegible]
Hispanic	.054 n=1	-.005	.264
College of Agriculture			
Black	.368 n=2	.237	.509
Caucasian	.025 n=28	.004	.065
School of Architecture			
Caucasian	.022 n=6	-.004	.123
College of Business Administration			
American Indian	.122 n=1	.000	.436
Black	.407 n=3	.291	.528
Caucasian	.039 n=75	.019	.066
Hispanic	.157 n=1	.011	.425
College of Arts and Sciences			
Black	.379 n=11	.273	.490

* n=0 for Ethnic/Race Groups not presented

Race	Proportion and n	Lower 95% CL for Mean	Upper 95% CL for Mean
Caucasian	.029 n=90	.014	.049
Hispanic	.137 n=1	.006	.396
College of Education			
Black	.466 n=4	.341	.593
Caucasian	.066 n=43	.033	.109

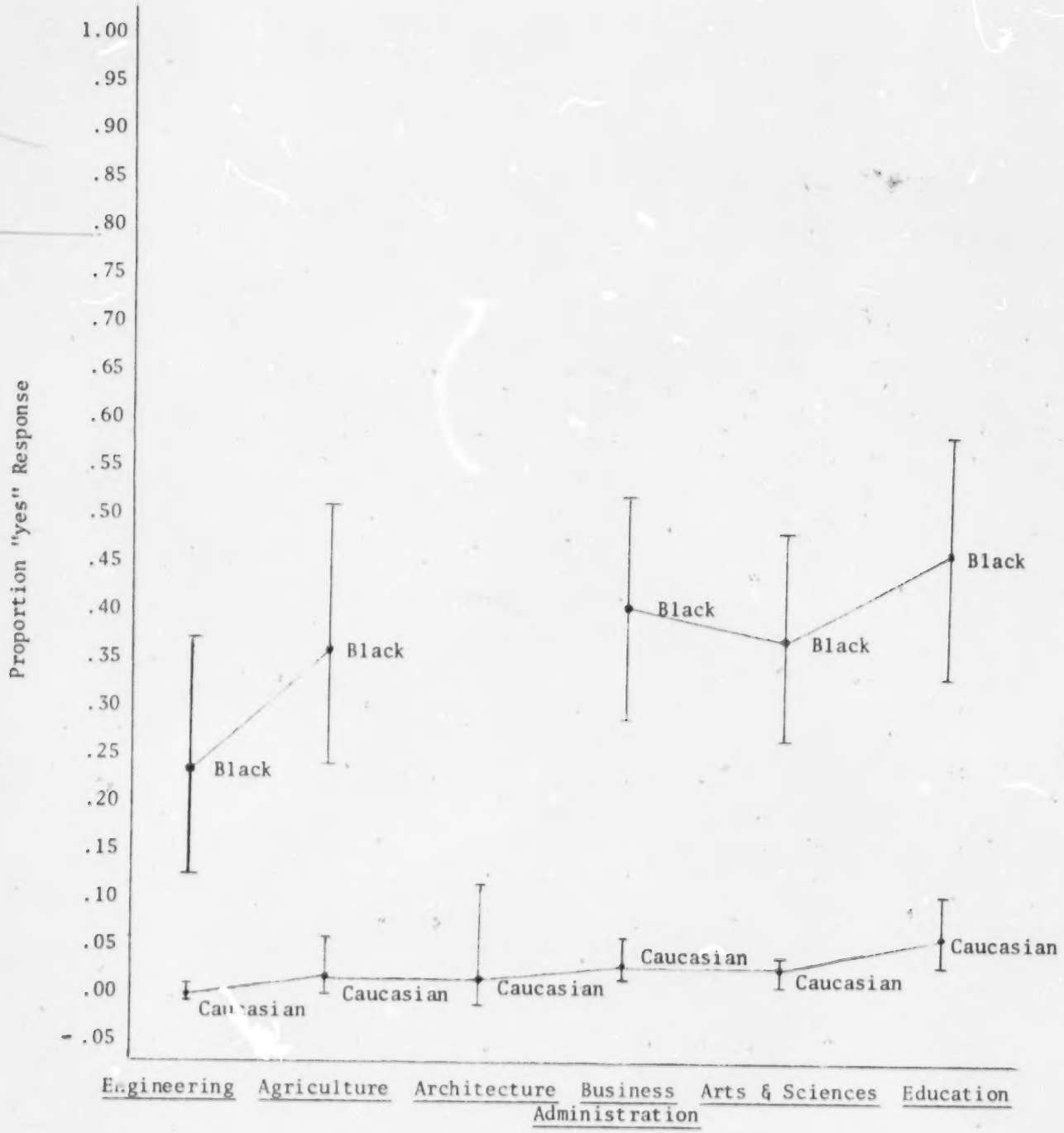

Figure 3 Confidence Intervals ($p<.05$) and means for effect of College and Race on Factor IV.

The results indicate that Blacks responded "yes" on the average to between .246 and .466 of items in Factor IV depending on identity of their College, while Caucasians responded "yes" on the average to between .001 and .066 of items in Factor IV.

Factor V: Drug Dependency and Alienation

Significant effects were found for Academic Class (F=3.90, p .002) and Race (F=4.78, p .001) with significant interaction being present for Academic Class by Race (F=3.93, p .0005) on Factor V. The results indicate that for both Black and Caucasian groups there was nearly zero response to any of the items of this factor in the Freshman year (Black = .002 "yes" response, Caucasian = .009 "yes" response). In the Sophomore year Caucasians responded on the average, "yes" to one percent of these items and Blacks to about five percent (.056) of these items. In the Junior year the response increased slightly for Caucasians to two percent "yes" to these items while the one Black subject said "yes" to 85.7 percent of the items. The response was about the same in the Senior year for both groups as had been in the Sophomore year (Black = .061 "yes" response, Caucasian = .016 "yes" response). In the Graduate year the response is zero for the Black group and .007 "yes" for the Caucasian group. Overall this battery of items received a low response rate.

Factor VI: Sexual Discrimination

Only the effect of Residence was found to be significant on items of Factor VI (F=8.89, p<.0002) (see Table 7 and Figure 4). The results indicate that persons (male and female) living in Greek housing said "yes" on the average to .201 of items in Factor VI while those living in off campus housing said "yes" to .056 of these items and persons living in residence halls said "yes" to .026 of the items of Factor VI.

TABLE 7. Proportion of Items of Factor VI Receiving "Yes" Response from Residence Groups

Residence	Proportion	Lower 95% CL for Mean	Upper 95% CL for Mean
Residence Hall	.026	.007	.057
Greek Housing	.201	.116	.302
Off Campus Housing	.056	.033	.084

Factor VII: Discriminatory Student Behavior

No demographic group differentiated from the other groups to a statistically significant degree ($p<.05$) in response to Factor VII and the overall magnitude of response to these items was relatively low (9 percent "yes").

Factor VIII: Environmental Dissatisfaction

No demographic group differentiated from the other groups to a statistically significant degree ($p<.05$) in response to Factor VIII and the overall magnitude of response to these items was low (5 percent "yes"). However, the response was moderate to the item concerning difficulty in finding part time work (25.8 percent "yes" for men and 33.8 percent "yes" for women).

Factor IX: Environmental Management

The effects of both Academic Class ($F=3.38$, $p<.006$) and College ($F=5.62$, $p<.0001$) were found to be significant on Factor IX. There were no significant interactions at the .05 level (see Table 8 and Figure 5).

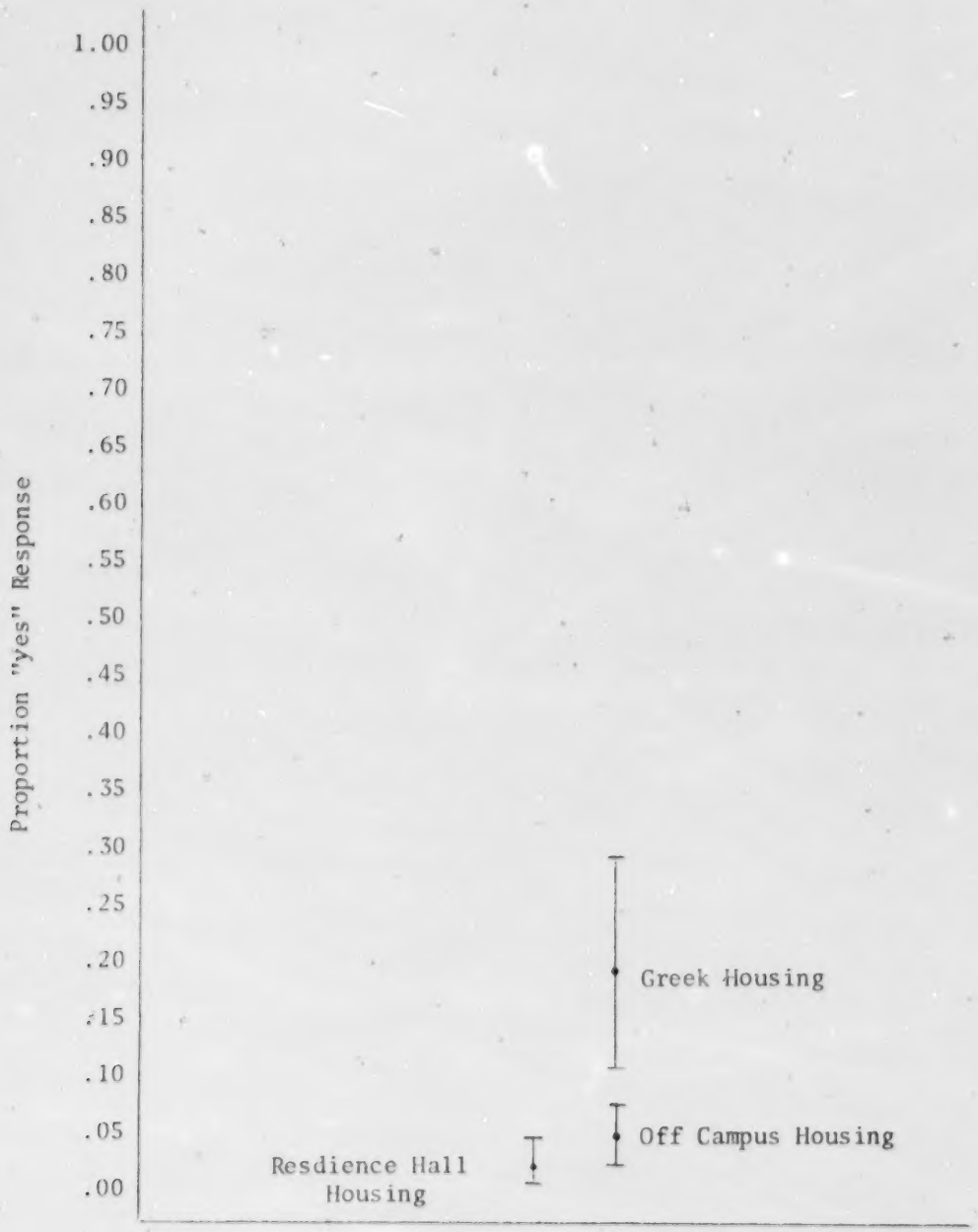

Figure 4 Confidence Intervals ($p<.05$) and means for effect of Residence on Factor VI.

TABLE 8. Proportion of Items of Factor IX Receiving "Yes" Response from College by Academic Class Groups

College*	Proportion	Lower 95% CL for Mean	Upper 95% CL for Mean
Engineering			
Freshman	.158	.083	.252
Sophomore	.115	.046	.211
Junior	.067	.018	.110
Senior	.106	.045	.190
Agriculture			
Freshman	.343	.227	.470
Sophomore	.285	.169	.417
Junior	.212	.108	.341
Senior	.273	.163	.399
Graduate	.158	.077	.262
Business Administration			
Freshman	.352	.261	.447
Sophomore	.293	.209	.386
Junior	.220	.138	.314
Senior	.281	.199	.371
Graduate	.165	.097	.246
Arts and Sciences			
Freshman	.433	.346	.522
Sophomore	.372	.285	.463
Junior	.292	.209	.383
Senior	.358	.278	.442
Graduate	.231	.151	.322
Education			
Freshman	.415	.305	.529
Sophomore	.354	.247	.469
Junior	.276	.173	.392
Senior	.341	.244	.445
Graduate	.216	.132	.314

* Architecture was not included due to their low n.

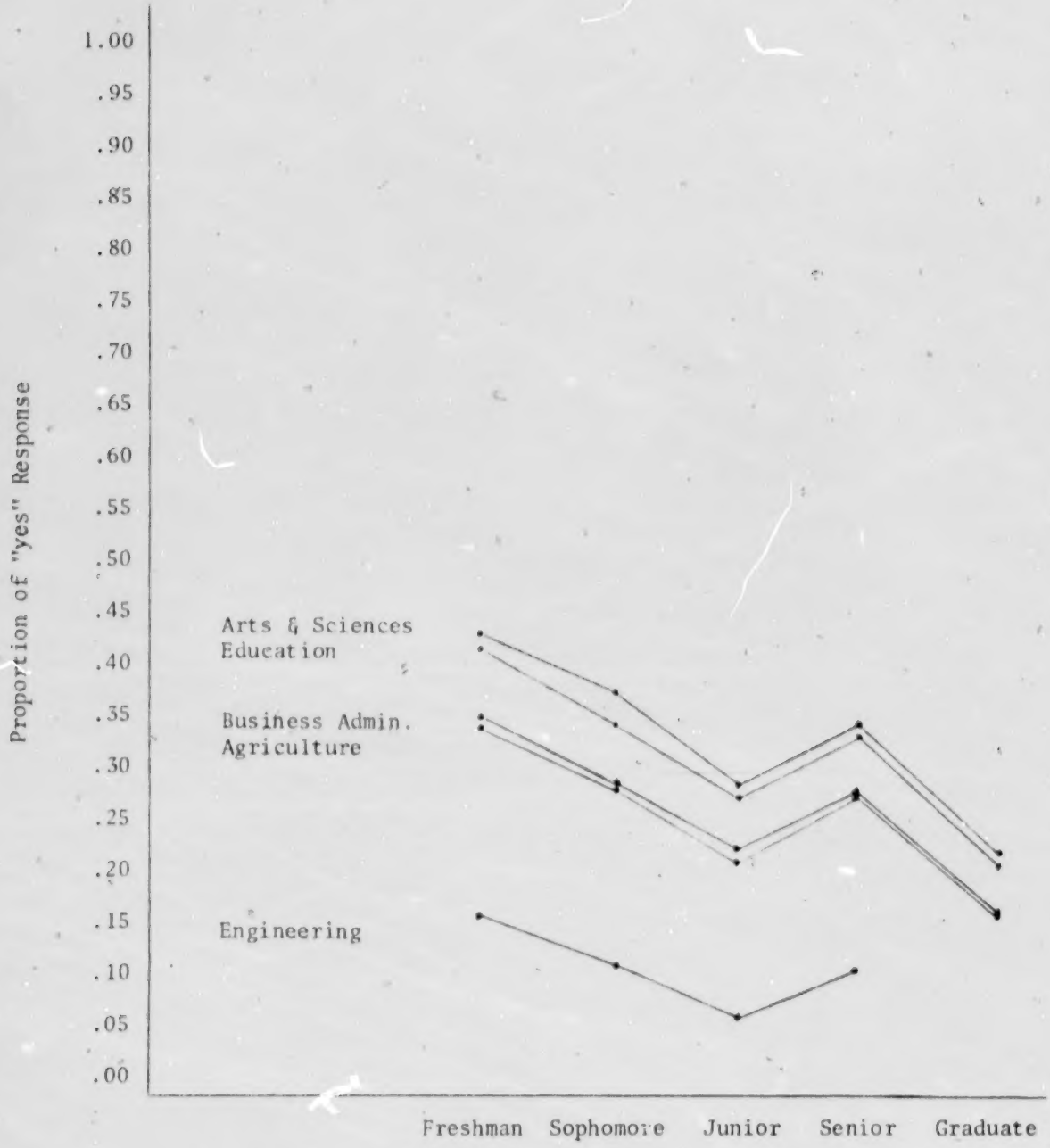

Figure 5 Means for effect of College by Academic Class on response to Factor IX.

These results indicate that persons in Arts and Sciences and Education consistently said "yes" to higher percentages of items in Factor IX than did persons in other Colleges. Persons in all Colleges consistently said "yes" to items of Factor IX in higher percentages in the Freshman and Senior years. Persons in the College of Engineering said "yes" to lower percentages of items in Factor IX than did persons in any other College.

Factor X: Fairness in Financial Aid and Legal Concern

Only the effect of Ethnic/Racial identity was found to be significant ($F=5.63$, $p<.0002$) on Factor X (see Table 9 and Figure 6).

TABLE 9. Proportion of Items of Factor X Receiving "yes" Response from Ethnic/Racial Groups

Race	Proportion	Lower 95% CL for Mean	Upper 95% CL for Mean
American Indian	.092	-.039	.530
Asian	-.000	-.236	.236
Black	.311	.183	.456
Caucasian	.050	.032	.071
Hispanic	.030	-.056	.308

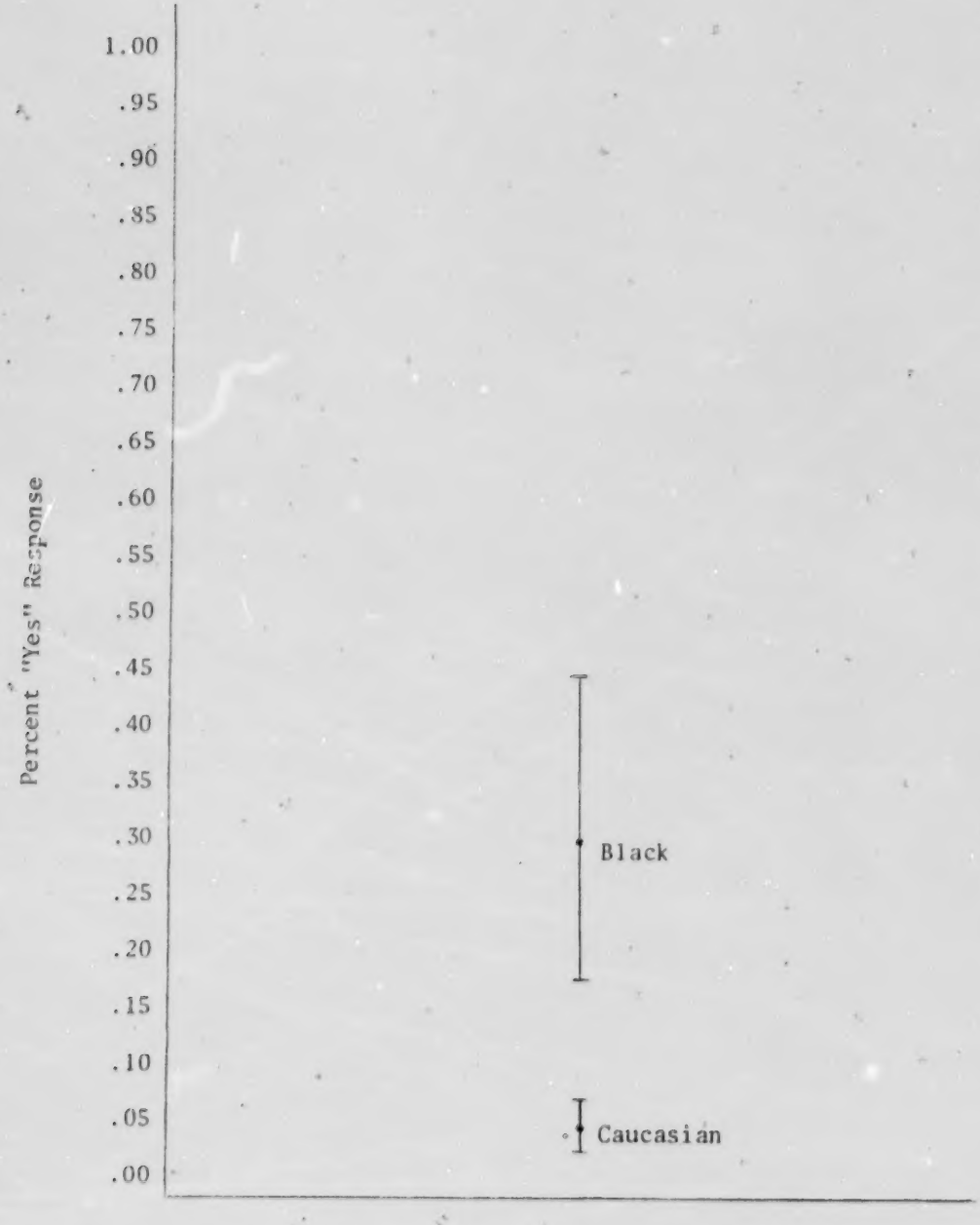

Figure 6 Means and Confidence Intervals ($p<.05$) for effect of Ethnic/Racial Groups on response to Factor X.

The findings concerning Factor X indicate that persons of Black identity said "yes" to an average of .311 of the items of this factor while persons of Caucasian identity said "yes" to an average of .05 of these same items.

Individual Item Analysis

Of the 17 individual items selected to test for differences due to Sex, Race/Ethnic, Academic Class and combinations thereof, 10 items were found to differentiate among groups at the .05 level of significance (see Table 10).*

Table 11 lists the proportion of "yes" response given by each of the Sex by Race by Academic Class groups to the 10 items where significant differences were found. The following paragraphs contain a description of each of the 10 items and the differences found on those items.

Item 3, concerning lack of adequate information about majors, differentiated between men and women with women giving the higher response (35 percent Caucasian women and 32 percent Minority women said "yes", 23 percent Caucasian men and 16 percent Minority men said "yes".

Item 4, concerning lack of adequate information about self to make an academic major choice, differentiated significantly among academic classes only so that this item received the highest response in the Freshman year (40 percent) with response decreasing in each of the following years.

Item 8, indicating a desire for reading skill development, differentiated significantly among racial/ethnic groups only so that Minorities said "yes" to this item (47 percent) in higher proportions than Caucasians (19 percent "yes").

* Apology must be made for lumping several groups (in the individual item analysis only). This seemed to be advantageous due to the low number of respondents. Thus, though great differences may exist among minority groups these groups were summed. In defense, it can be reasoned that some of the social alienation problems or "minority" status problems may lead to similar difficulties and similar response. Sophomore, Junior years are also summed.

TABLE 10. Goodness of Fit Tests for alternative log-linear models.

The final model selected is underlined.

Item	Model with Complete Independence			Model with Variability Due to Sex			Model with Variability Due to Race			Model with Variability Due to Class			Model with Variability Due Sex and Race			Model with Variability Due to Sex and Class			Model with Variability Due to Race and Class			Model with Variability Due to Class, Race & Sex		
	χ^2	df	p	χ^2	df	p	χ^2	df	p	χ^2	df	p	χ^2	df	p	χ^2	df	p	χ^2	df	p	χ^2	df	p
3.	25.90	15	.039	20.43	14	.117																		
4.	28.87	15	.017				24.10	14	.044	9.11	12	>.50							6.60	11	>.50			
8.	27.73	15	.023				14.50	14	.413															
11.	46.16	15	.000	35.55	14	.001	25.06	14	.034				16.20	13	.24									
13.	19.27	15	.202																					
14.	20.46	15	.155																					
16.	25.22	15	.047	18.19	14	.198				12.43	12	.412				7.18	11	>.50						
20.	21.69	15	.116																					
28.	40.29	15	.001							9.81	12	>.50												
29.	38.32	15	.001	24.04	14	.045										9.29	11	>.50						
30.	18.18	15	.253																					
46.	61.29	15	.000				26.87	14	.020	57.15	12	.000	22.74	13	.045	51.50	11	.000	23.02	11	.017	18.08	10	.053
61.	51.99	15	.000	23.43	14	.053	51.57	14	.000				23.36	13	.037	15.09	11	.179						
70.	23.41	15	.076																					
74.	19.66	15	.185																					
75.	15.18	15	.439																					
77.	41.91	15	.000										12.73	13	.469									

TABLE 11. Projected Proportion of "Yes" Response to Individual Items for Sex by Race by Academic Class Groups

Item	Sex	Race	Academic Class: Freshman	Sophomore/ Junior	Senior	Graduate	Class Effect Collapsed
		Academic Class					
	Female*	Caucasian	.35(n=23)	.35(n=50)	.35(n=28)	.35(n=15)	.35(n=116)
3.		Minority	.34(n=10)	.32(n=4)	.31(n=3)	x (n=0)	.32(n=17)
	Male*	Caucasian	.22(n=28)	.23(n=52)	.23(n=32)	.23(n=37)	.23(n=149)
		Minority	.18(n=5)	.11(n=3)	.11(n=3)	.11(n=3)	.16(n=14)
		Academic Class*					
	Female	Caucasian	.40	.24	.15	.08	.23
4.		Minority	.40	.19	.05	x	.35
	Male	Caucasian	.41	.25	.15	.09	.22
		Minority	.39	.17	.05	.00	.18
		Academic Class					
	Female	Caucasian*	.18	.19	.19	.18	.19
8.		Minority*	.47	.47	.47	x	.47
	Male	Caucasian*	.19	.19	.19	.19	.19
		Minority*	.47	.47	.47	.47	.47
		Academic Class					
	Female*	Caucasian*	.28	.28	.28	.28	.28
11.		Minority*	.68	.70	.72	x	.70
	Male*	Caucasian*	.14	.15	.14	.14	.15
		Minority*	.46	.46	.46	.46	.46
		Academic Class*					
	Female*	Caucasian	.69	.62	.50	.42	.58
16.		Minority	.70	.65	.51	x	.65
	Male*	Caucasian	.56	.49	.37	.30	.43
		Minority	.57	.48	.33	.23	.43
		Academic Class*					
	Female	Caucasian	.72	.54	.44	.24	.51
28.		Minority	.73	.56	.43	x	.63
	Male	Caucasian	.72	.54	.44	.24	.48
		Minority	.75	.56	.43	.18	.52
		Academic Class*					
	Female*	Caucasian	.62	.41	.33	.30	.42
29.		Minority	.63	.39	.29	x	.51
	Male*	Caucasian	.40	.22	.17	.15	.22
		Minority	.38	.13	.07	.00	.19
		Academic Class*					
	Female*	Caucasian*	.08	.09	.18	.18	.12
46.		Minority*	.55	.55	.79	x	.60
	Male*	Caucasian*	.03	.04	.08	.08	.05
		Minority*	.31	.29	.54	.56	.41

* Significant effects at the .05 level were found for this variable on this item.

Item	Sex	Race	Freshman	Sophomore/ Junior	Senior	Graduate	Class Effect Collapsed
Academic Class:							
	Academic Class*						
	Female*	Caucasian	.08	.28	.34	.30	.26
61.		Minority	.07	.23	.30	x	.13
	Male*	Caucasian	.00	.04	.05	.04	.04
		Minority	.00	.00	.00	.00	.02
	Academic Class						
	Female*	Caucasian*	.40	.40	.40	.40	.40
77.		Minority*	.70	.73	.75	x	.72
	Male*	Caucasian*	.18	.19	.18	.18	.18
		Minority*	.43	.42	.42	.42	.42

* Significant effects at the .05 level were found for this variable on this item.

Item 11, describing incapacitating anxiety when taking tests, differentiated among men and women and racial/ethnic groups. Minority women gave the highest response (70 percent "yes") with Minority men (46 percent "yes") and Caucasian women (28 percent "yes") giving the next highest responses. Caucasian men gave the lowest response (15 percent "yes").

Item 16, concerning lack of information about job availability in various areas, differentiated men from women by class so that women gave the higher response with that response being highest for both men (56 percent) and women (69 percent) in the Freshman year followed by general decreases in each of the following years.

Item 28, concerning worry about grades in spite of adequate performance, differentiated significantly among academic classes only so that response for all groups was highest in the Freshman year (72 to 75 percent "yes") and decreased across groups in each of the following years.

Item 29, stating that the person often feels depressed, differentiated among men and women by academic class. Women in general gave higher response to this item than men and that response was highest in the Freshman year (women =62 percent "yes", men =40 percent "yes").

Item 46, concerning racial discrimination through teachers in the classroom, differentiated among men and women by racial/ethnic groups and by academic classes. Minority women gave the highest overall response (60 percent) with their response being highest in the Senior year (79 percent "yes"). Minority males gave the next highest overall response (41 percent "yes") with their response being highest in the Graduate years (56 percent). Caucasian males gave the lowest overall response to this item (five percent "yes") and Caucasian females gave similar low response except in the Senior and Graduate years (18 percent "yes").

Item 61, concerning sexual discrimination by teachers in the classroom, differentiated respondents by sex and by class. Caucasian women gave the highest overall response (26 percent "yes") with that response increasing from eight percent "yes" in the Freshman year to 34 percent "yes" in the Senior year. Thirty percent of Graduate Caucasian women along with 30 percent of Senior Minority women said "yes" to this item.

Item 77, stating personal physical security concern received an unusually high response and differentiated among men and women by racial/ethnic group. Minority women gave the highest responses (72 percent "yes") with Minority men and Caucasian women being next highest (42 and 40 percent "yes" respectively). Caucasian men said "yes" 18 percent of the time to this item.

Discussion

Factor I: Self Adequacy

Factor meaning. Probably one of the most important findings of this study in terms of developing an understanding of student needs was the finding that student problems in diverse content areas were interrelated. When students indicated that they had academic problems in the reading skills and study skills areas they also tended to indicate they were having relationship difficulties and conflict, that they were concerned about their own physical security, that there were financial problems and problems of internal emotional distress. The latter emotional problems included anxiety, difficulty in making decisions, depression and sometimes thoughts of suicide. In other words, students who are known to have problems in any one of these areas are likely to have problems in the other areas.

An underlying theme common to all of these items seemed to have to do with a sense of self adequacy. Perhaps the absense of that sense began early in educational settings which were not adjusted to the needs of students--particularly those of lower economic groups and, or, Black. Growing up in a largely

materialistic society which holds that those who have the advertised things are somehow of greater worth, often leaves children who do not have such privileges questioning themselves to the extent that learning and performance are blocked by anxiety. The effects of that self blame are thus long term, far reaching and require remedial action if ever they are to be overcome.

Supporting the above explanation was the finding that poor study skills and depression were most closely related to one another and to the entire cluster of items. The lack of assertion skills, lack recognition of anger, self criticism, general immobilization and lack of direction so typical of depression may be a result of those above named past circumstances and in turn become a causal mechanism for several of the remaining aspects of this factor.

The association of economic problems with the social-emotional problems was previously explained by the writers of a Special Services Grant Application (March 8, 1977) at the University of Arkansas. Here it was stated in a paragraph labelled "Lack of Social Confidence":

> Students from a low income group often feel that they are singled out from more affluent students by their clothes, their lack of an automobile, their lack of money to attend social functions, and by their lack of social sophistication. Students who come from small communities are likely to have very few friends or acquaintances at the University. Because they lack confidence and assertiveness, it is difficult for them to make friends and to join in the many activities and events on campus. A sense of isolation and alienation is one of the most frequent reasons students become depressed and discouraged with their experience at the University.

Magnitude of overall response. The importance of Factor I is heightened by the relatively high response to the items of which it is composed. The proportions may be related to the numbers of students entering with ACT scores of 17 and lower (38 percent in 1976) and the proportion of students whose family

income is less than $9,000 (20 percent).

Group differences. Overall Blacks responded in nearly twice the proportions to these items than Caucasians, and the Caucasian response was not low (22 percent of the items on the average). Thus, when we begin to develop programs which might alleviate some of these problems we not only should envision aiding Black students though that would be important, but Caucasian students as well since the actual numbers of Caucasians needing such help would be substantially greater than the numbers of Blacks, given the low percentage of Black students at this university.

Individual items. In looking at the response of various Racial/Ethnic, Sex and Academic Class groups to some of the items of this Self Adequacy factor we may gain a better understanding of its meaning and of the meaning of the differences between Minority and Caucasian groups. Item 8. indicating poor reading skills was responded to significantly more often by Minority than by Caucasian students. The item indicating that the student often feels tense or anxious was given a "yes" response of 40 percent or greater by each of the sex by ethnic groups in the Freshman year. The depression item did not differentiate between racial/ethnic groups but was significantly more important for women particularly in their Freshman year (see following paragraphs). Consideration of suicide and financial concern did not differentiate significantly among groups while concern for personal physical security differentiated based on sex by racial/ethnic groups. Minority women said "yes" to this item significantly more often than all others and Caucasian men were significantly lower than all others but still were surprisingly high.

Among all of the above findings two in particular stand out for this writer.

The first striking finding is the extent of depression experienced by women in the Freshman year. The number of responses indicating thoughts of suicide is also surprising--as high as 25 percent for Black women in the Freshman year. Apparently being Freshman and recently uprooted from friends and family along with experiencing the lack of direction so noticeable to young women (see Discussion, Factor III) create a particular vulnerability to depression. The security of home is of the past and for most there is no clear image of future development.

The second revealing finding was the intensity of concern for personal physical security. In part the respondents may have been reporting a fear of rape but taken with several other items (concerning often feeling anxious and tense and concerning extreme test anxiety) of Factor I, to which this item belongs, the response appears to indicate fear in general. In other words, groups high on the item concerning personal physical security and high on Factor I have to manage and contend with a great deal more fear (often used interchangeably with "anxiety" by Behaviorists) than do the Caucasian males who were significantly lower on this item than all other groups and lower on this factor than were Blacks. And, of course, fear may greatly interfere with other emotional states, assertion, and performance.

Implications. This section will be short, though a great deal could be said, since the main purpose of this paper is to reveal the areas needing attention rather than outlining programs to meet that need. Basically, however the following programs appear to be needed:

1. Counseling Center--speed reading and concentration-comprehension skill training sections with a special attempt to reach Black students
2. Workshops and groups on the development of effective relationship skills
3. Anxiety management groups
4. Life planning workshops (which emphasize decision making skills)
5. Assertion training Counseling Center series with a special attempt

to reach women students (These training sessions teach people greater freedom of emotional expression and are thought to often help alleviate depression and suicidal tendencies.)

6. Greater emphasis on helping students find part time work and financial aid

7. Training in self protection techniques offered for all students but with a special attempt to reach Black women

In summary. The Factor I cluster of items confirms the Gestalt notion (in Psychology) that the individual is a whole person (meaning for one thing that social-emotional and cognitive aspects are interrelated) living midst and dealing with a series of variables. If we are to be most effective in educating that whole person and improve our retention rate (from the current 39 percent Caucasian and 32 percent Black failure to return after the Freshman year) we must recognize the social-emotional and intellectual aspects and train students to value, accept and better understand themselves.

Factor II: Unfair Treatment

Factor meaning. In general this factor, since it included both racial and sexual discrimination items and an indication of problems with parents, seemed to speak to a sense of fair versus unfair treatment. Students who said "yes" to these items were particularly sensitive to treatment in campus offices and services, Union Programs, student groups or organizations and student employment.

Magnitude of overall response. This factor was not thought to be of great importance since very low percentages of students said "yes" to any of these items. Most persons, then, seem to assume that they have been fairly treated in the various campus offices and programs.

Group differences. Black students, and particularly those in the Sophomore year were more sensitive to unfair treatment in campus services and programs than were other students. Though the percentage of "yes" response is quite

low to this battery of items it should be pointed out that any experience of unfair treatment is an additional stress which influences and interferes in ongoing activities.

Implication. For the most part students, Black and Caucasian assume they are fairly treated. However, general lack of responsiveness to students may have special meaning for a student who is Black and any actual discrimination is especially destructive. Staff and students in positions serving students should be helped to become, if they are not already, sensitive and evaluative of their reactions so that there will be respect and fair treatment for all students. Busy staff may forget to realize that a visit in an office by a student is a unique experience and is usually important for that student.

Factor III: Major and Career Choice

Factor meaning. Response to these items seemed to indicate a lack of sense of direction versus direction where major and career choice were conerned. Whether or not the student had a sense of commitment or direction seemed to depend in part on available information about majors and careers and to information about self interests and abilities. In part however, the problem was one of conflict.

Magnitude of response and overall group differences. Overall the response to these items was relatively high indicating that major and career choice (as most university faculty and staff are aware) is a widespread problem among students.

Interestingly, the only groups which were differentiated on this dimension were those based on residence. Clearly persons living in Greek housing have more difficulty in this area than do persons living in off campus housing and residence hall students fall somewhere in between. Speculating as to the

reasons behind these findings lead to the question of whether or not, on the whole, Greek housing students have greater economic advantage than do the other groups. If so, this advantage may lead them to be less familiar with the work world and their own unique capacities.

Another possibility is that if their is economic advantage, these students may have higher expectations and a greater sense that all options should be possible. This would for one thing place them potentially in a position of greater conflict but also might create choice dissatisfaction among those whose abilities do not allow them to succeed in reaching the same levels as their parents or siblings may have reached. Overall, the finding that lack of information about majors, careers and self interest or ability was involved suggest that the first speculation concerning lack of work experience is most likely.

Individual items. Five of the seven items of this factor were selected to test for differences individually for sex by race by academic class groups. These five items concerned lack of information about majors, careers and self interest and ability where each, major and career choice, were concerned. One item concerned lack of information about job availability in various career areas. Significant differences were found among groups for three of those items. Women more often than men said they lacked adequate information about academic majors to make an informed choice. Freshmen more than any other academic class group said they lacked adequate information about themselves to choose a major with confidence and, finally, women more than men, particularly in the Freshman year, said they had little information about job availability. All of this suggests that special needs exist for women early in the university experience in the major and career information and self assessment areas.

Implications. Apparently major and career information workshops should be offered to all students early in the university experience. Target groups should be those living in Greek housing and in addition a special effort seems to be needed to give women a clear understanding of all the possible career options. Life Planning Workshops would be useful in helping students resolve conflict and gain a sense of their own right to choose and give direction to their lives.

Factor IV: Racial Discrimination

Factor meaning. This factor with only one exception was composed entirely of items directly stating problems of racial discrimination. The items most central concerned feeling discriminated against by teachers and by students in the classroom and these items specified that the discrimination occured through "--jokes, undocumented comments in lectures, opinions, snide remarks, basis for grades." All discrimination items were defined to include "--any situation in which there was 1) no structure by which you could participate and feel there was potential for significant interaction, or, 2) where your views and attitudes as a minority were not represented." Thus positive response to this cluster of items indicated a sense of resentment at being slighted, ignored or unrecognized (people often do not see those whom they perceive to be without worth or power), or at being more overtly ridiculed as a group. It is probably important to note here that several Black respondents commented in person (visited the office to give further comment) on aspects of the overt versus covert discrimination. Few or no teachers ever discriminated overtly they said ("they are too smart for that") but rather the indications were of the more subtle variety and often were impossible to prove. Not being recognized in class or receiving consistently lower grades with certain teachers in spite of unusual efforts toward excellence were among the

more discouraging and frustrating experiences.

One additional item concerned experience in the classroom but had not been intended to reflect racial discrimination. It stated extreme anxiety in taking tests such that the student does "--very poorly mainly due to nervousness." This item was very significant (see individual item section) for Black students and certainly reveals one of the often well hidden effects of being treated in such way that belongingness and relative adequacy are always in question. Under those circumstances performance anxiety is a natural outcome and in turn hinders that performance.

Other items of this factor concerned discrimination in student groups, Union Programs, in campus student employemnt and with the advisor. Thus, this factor overall seemed to represent areas most directly related to the academic experience or those areas rather essential to student life.

Magnitude of overall and individual item responses. The importance of this factor was heightened by the relatively high response of Black subjects. That response ranged from saying "yes" on the average to 25 percent of this battery of items to 47 percent, depending upon college (see following section). The two individual items of this battery which were tested for group differences each received a high response from Minority students. The item concerning test anxiety received a 70 percent response from minority women and a 46 percent response from minority men. For Black* women in the Freshman year the response was 100 percent "yes" to this item.

The item concerning discrimination in the classroom by teachers received its highest response (79 percent) from minority women in the Senior year and

* "Minority" and "Black" are not being used interchangeably here but indicate that in certain computer tests the non-Caucasians were grouped while in others they were not. Table 3 and Table 6 reveal great variability among the various racial/ethnic goups though the numbers of those other than Caucasian or Black were exceedingly small.

from minority men in the Senior and Graduate years (54 and 56 percent). The higher response to this item in the more advanced undergraduate years would seem to indicate an increasing cynicism or mistrust with increased experience in this University environment.

Group differences. Significant differences were found for the overall battery of items on College and Race only. Clearly the College of Engineering was significantly lower in this problem area than the Colleges of Business Administration and Education. With the low number of respondents in each category, however, it is very difficult to make any other statements about differences among colleges. Interestingly though in spite of the low number of Black subjects, their response was consistent with the more numerous Caucasian subjects' response (interaction was not present),so that when response was relatively high or low for Blacks in a College, the same was true for Caucasians. Perhaps the Caucasian response is something of a backlash and in varying with the Black response, further supports the relative indications of racial attitudes by Colleges.

Implications. Several suggestions emerge out of the above finding:

1. Provide workshops for faculty and staff (and encouragement for their attendance) which educate and increase sensitivity to the racial problems.

2. Further investigate the differences among Colleges. What variables or behaviors are present in the College of Engineering that are not present in other Colleges? This could be investigated in part through examination of the College of Engineering's affirmative action plans (which were given for the most part "excellent" ratings by the review committees).

3. Provide anxiety management training or test desensitization sessions through the Counseling Center specifically geared to help Black women.

Factor V: Drug Dependency and Alienation

Meaning of factor. This factor consists of a cluster of items indicating problems with drugs (alcohol, marijuana and tobacco), loneliness due to

anxiety or lack of social skills, and both racial and sexual discrimination in off-campus housing and racial discrimination in Union Programs. Thus it may be that persons saying "yes" to these items tend to attempt to solve loneliness problems through the use of drugs (which are after all chemicals which bring about change in a mood or feeling state) but consider those drugs to be a problem to themselves. These persons are also sensitive to and experience racial and sexual discrimination in off-campus housing suggesting that they tend to be at least beyond the Freshman year, Black and, or, female.

Magnitude of response. Persons of all groups said "yes" to a very low percentage of these items. It should be noted that the respondent was indicating that the above named drugs were a problem, not whether or not they used the drug. Thus only those who use drugs and are concerned about that use said "yes" to these items.

Group differences. The response was nearly zero for all racial/ethnic groups by academic class categories (where significant differences were found) except for Blacks in the Sophomore, Junior and Senior years where the response was for the most part positive to about six percent of the items. Thus, apparently there is a tendency for a few Blacks to resort to the use of drugs in an attempt to handle experiences of loneliness and discrimination.

Implications. Again programs are needed which teach people how to manage and reduce anxiety and to relate satisfactorily to one another. The same programs suggested for Factor I respondents should be helpful here.

Factor VI: Sexual Discrimination

Factor meaning. The content of all items of this factor concerned sexual discrimination and centered around classroom (other students and teachers) situations. A sensitivity to and experience of discriminatory remarks and exclusion by other students in the classroom was particularly central to this

factor indicating that saying "yes", to any other items of this factor nearly always meant saying "yes" to this item. Advisors and attitudes and behavior of male students in general were also included.

As with the racial discrimination items, these items were defined to include any situation in which the structure did not allow for participation and where the views and attitudes of the student's sex group were not represented. Thus, positive response indicated resentment against exclusion or lack of recognition in addition to, possibly, (depending on item content) overt ridicule to that person's identified sex group.

Magnitude of response and group differences. An awareness of problems for this battery of items was found mainly for persons living in Greek housing, both men and women, where on the average persons responsded "yes" to approximately 20 percent of these items. There were surprisingly no significant differences on the overall battery of items by sex. Thus apparently men as often as women resent and experience treatment, particularly by other students, which ignores or ridicules their sex group.

An alternate explanation may be that the male response represents a backlash against women and their attempts toward change. Probably both explanations are partially true. Certainly both male and female students from grade school on can be seen on many occasions to isolate themselves in same sex groups and to exclude the other.

As to the Fraternity and Sorority response, it may be that living in an environment which divides men from women and emphasizes training in traditional sex roles may increase a sensitivity to sexual discrimination in some participants. It is also possible that persons who choose to live in Sororities and Fraternities were more sensitive from the beginning to discrimination based on sex than students who make other choices.

Individual items. Only item 61 concerning sexual discrimination by teachers in the classroom was tested, of this battery of items, for sex by race by academic class groups. Where this item was concerned significant differences were found by sex and additionally were found to increase significantly with each passing year through the Senior year for Caucasian and Minority women. Apparently the probability of experiencing sexist treatment by teachers in the classroom increases for women as time at this University is extended.

Implications. As with racial discrimination, workshops or panel discussions seem to be needed which raise levels of awareness of attitudes and behaviors of faculty and students where sex roles are concerned. This seems to be a time of resocialization for both men and women with their relationships to one another being in question and in flux. Change cannot effect only one group.

Probably faculty are somewhat behind many of their students in this process and would not be averse to having an opportunity to develop a better understanding of that change.

Factor VII: Discriminatory Student Behavior

Response to this battery of items seemed to indicate a sensitivity to and experience of discrimination, both sexual and racial, by other students. The response was relatively low (9 percent) but indicated that for some students the attitudes and behaviors of some other students are annoying where this dimension is concerned. Groups were not differentiated by this cluster of items. The workshops for students suggested under the Factor VI discussion should also be helpful here.

Factor VIII: Environmental Dissatisfaction

It was difficult to identify a common theme for this battery of three items concerning roommate conflict, racial discrimination in admissions and

need for part time work. An undercurrent of conflict and dissatisfaction with the enviroment seemed most descriptive. Overall, the response to these items was quite low (five percent) and groups were not differentiated by the battery.

Factor IX: Environmental Management

Factor meaning. This battery of items seemed to represent a striving for independence which was being impeded by various barriers. In other words these respondents said they needed various services (such as child care or transportation) and information (birth control, job availability and legal help) so that they would be free to act with less restriction and greater independence. In addition there appeared to be some anxiety about success (worry about grades though performance was adequate) and desire for physical self improvement (physical fitness programs).

Magnitude of overall response. Overall the response to these items was relatively high. In fact one of the items concerning worry about grades though those grades were so far, average, received the highest response rate of any item of the survey, though that response was significantly higher in the Freshman year. The item concerning desire for more physical fitness programs was also very popular receiving over 60 percent "yes" response by each Race by Sex group in the Freshman year. Neither this item nor the item concerning need for child care were responded to differently by men and women indicating that those concerns, stereotypic for men (physical fitness) and women (child care) in the past have become a part of the responsibilities and needs of both.

Group differences. The effects of both Academic Class and College were significant and without interaction. Thus all Colleges were highest on this factor in the Freshman and Senior years when striving for independence and anxiety about success are highest, due most probably to an encounter, and an expected encounter, with a new environment.

At the same time Engineering students consistently gave a lower response to all of these items than did students of other colleges (see Figure 5). Thus we would have to conclude that either Engineers experience fewer environmental management problems, or are less concerned with external matters--being psychologically more "field independent" or having greater internal locus of control. Again both explanations are probably partially true. Though on most items of this battery there is no reason to believe that Engineers have fewer problems than other groups, Engineers do have few realistic worries where future job opportunities are concerned (three items of this factor concerned either types of job information or job availability in area of greatest interest) and have clear career direction. As to the second explanation, perceptual independence (as defined by the Embedded Figures Test and Rod and Frame test used by Psychologists), has been found to be a characteristic of Engineers (Barrett, G.V. and Thornton, C.L. Cognitive Style Differences Between Engineers and College Students. Perceptual and Motor Skills, 1967, 25, 789-793.) It should be noted that perceptual independence is necessary for the most part to Engineering job functions, and in turn has been found to relate to some extent to independence of the social environment (Witkin, H.A., Lewis, H.B., Hertzman, M., Machover, K., Maissner, P.B., and Wapner, S. Personality through Perception. New York: Harper, 1954).

Implications. The widespread need for a broad range of service and job information particularly in Freshman and Senior years, indicates that information and aid services such as are offered by the Great Mandala and The Legal Aid Clinic should be well advertised and, or, increased. We also seem to need physical fitness programs, birth control information and child care facilities (8.24 percent men and 11.03 percent women said "yes" to this latter need).

Factor X: Fairness in Financial Aid and Legal Concern

Meaning of factor. To help understand this factor, perhaps it should first be pointed out that persons who said that discrimination in the Financial Aid Office was experienced tended not to respond to the other discrimination items concerning specific offices or services or classroom experiences or experiences with other students. Instead they also said that they had at some point been discriminated against on the basis of race and that legal matters were a concern. Thus we can conclude that persons who said "yes" to these items were concerned about fairness in the awards of financial aid and might tend to legally establish their rights.

Magnitude of Response and Group Differences. The response to these items was quite low except among Black subjects who on the average said "yes" to 31 percent of these items. Understandably Blacks appear to be more sensitive than others to whether or not discriminatory attitudes effect financial gain and feel that at times they do.

Implications. Staff working in the Financial Aid office should be alerted to examine their attitudes and behaviors. None of us have grown up without some racist attitudes. When one is in a position to effect the economic situation of others, special responsibility exists.

Summary

The findings indicate that Black students and students of lower socio-economic groups in general have special needs which include the social-emotional dimensions as well as development of skills needed for academic success. Anxiety, depression and academic skill adequacy were linked, and anxiety in test taking in particular was related to the problem of racial discrimination in the classroom. Apparently a sense of belongingness has not been developed for the Black student in the academic environment so that under the stress of competition

anxiety hinders performance. Thus, if we are to remove the barriers to equal educational opportunity we must develop programs which work to remedy internal emotional barriers developed through years of discrepant treatment.

Persons living in Greek housing seem to have more problems of major and career choice than persons living in other groups and to experience and be more sensitive to sexual discrimination.

Engineers have fewer problems in the area of racial discrimination and also compared to persons of other colleges have fewer environmental management difficulties. Overall Freshmen and Seniors have more problems of environmental management (striving for independence and anxiety concerning success or failure) than other academic class groups.

Differences between men and women were evident only in the individual item analysis where content was, of course, more focused. Women, in high proportions, indicated that they suffered from problems of emotional distress while the male response to these items was moderate. Most women in the Freshman year said they "often felt depressed" (62 percent); women significantly more often than men said they were concerned about personal physical security and Black women (70 percent) were significantly higher than Caucasian women (40 percent) in this concern; women significantly more often than men said they felt tense or anxious when taking tests and that they do poorly mainly due to nervousness, and Black women (68 percent) were significantly higher than Caucasian women (28 percent) in this concern. Depression, personal physical security and test anxiety were viewed as problems of self criticism, lack of assertion and fear needing remedial programs on this campus.

Additional problems specific to women were: lack of adequate information about majors to make an informed choice, lack of information about job availability, especially in the Freshman year and an experience of sexual discrim-

ination by teachers in the classroom, especially in the Senior year. Career development programs and workshops which increase faculty and student awareness of men and women as potentially fully functioning persons were suggested.

APPENDIX A

TABLE 12. Percent Response for Individual Items in the Freshman Year for Sex by Racial Groups

Student Needs Survey Items	Percent "yes" response for each item for Sex by Racial groups			
	Female		Male	
	Black n=8	Caucasian n=23	Black n=3	Caucasian n=30
Academic Problems				
3. I lack adequate information about academic majors to make an informed choice.	37.50	52.17	0	40.00
4. I lack adequate information about my personal interests and abilities to choose a major with any confidence.	62.50	39.13	0	40.00
5. I am in conflict as to several possible choices of major.	12.50	47.83	33.33	53.33
*6. Courses are not available at the U of A in my area of greatest interest. If "true", please name the area (s): _____	25.00	13.04	33.33	16.67
7. My main academic problem is that all of my courses are boring.	25.00	17.39	0	23.33
8. My reading skills are poor; I read too slowly and, or, have difficulty comprehending the assignments.	25.00	17.39	100.00	36.67
9. My writing skills are poor; I do not understand the basic rules of sentence consturction and, or, do not know how to develop the overall organization of a paper.	37.50	13.04	0	23.33
10. I need help in developing effective study skills, such as ability to concentrate or organize my time.	50.00	56.52	33.33	50.00
11. I am extremely anxious or tense when taking tests and do very poorly mainly due to the nervousness.	100.00	39.13	33.33	26.67
12. It is my understanding that no, or, almost no jobs are available for those who major in the area of my greatest interest. If "true" please name the area: (b) _____	37.50	21.74	0	10.00
Career Choice Problems				
13. I lack adequate information about careers to make an informed choice.	37.50	56.52	0	50.00

* A report on all open-ended responses is currently being compiled.

Student Needs Survey Items	Percent "yes" response for each item for Sex by Racial groups			
	Female		Male	
	Black n=8	Caucasian n=23	Black n=3	Caucasian n=30
Career Choice Problems (continued)				
14. I lack adequate information about self potential and, or, interest to make an informed choice.	37.50	43.48	0	30.00
15. I am in conflict as to several possible career choices.	25.00	52.17	0	43.33
16. I have little or no information about job availability in various career areas.	87.50	78.26	33.33	46.67
17. I expect to have great difficulty in finding a job in the career of my choice and could use help in locating a job.	62.50	43.48	0	36.67
18. One of my career problems is that no career sounds very interesting.	25.00	17.39	0	10.00
19. A career conflict for me is that my parents want me to do one thing and I want to do another, or, am unsure about doing what they want me to do.	12.50	8.70	0	0
20. I lack enough work experience to make an informed career choice.	37.50	39.13	66.67	20.00
Personal Problems				
21. I am lonely due to inability to develop friendships or because I feel overly nervous in social situations.	12.50	13.04	0	10.00
22. I do not get along with a roommate.	25.00	13.04	33.33	16.67
23. I am having difficulty in my dating, marriage or other significant relationships due to conflicts with my partner or other communication difficulties with her or him.	25.00	13.04	0	26.67
24. I am having difficulty in my significant relationships (as in question 27.) due to my own tension, lack of commitment, internal conflict, or inability to act as I think I should.	25.00	17.39	0	30.00

Student Needs Survey Items	Percent "yes" response for each item for Sex by Racial groups			
	Female		Male	
	Black n=8	Caucasian n=23	Black n=3	Caucasian n=30
Personal Problems (continued)				
25. I often feel tense or anxious.	50.00	43.48	66.67	40.00
26. My parents are a problem to me.	12.50	13.04	0	16.67
27. I cannot make up my mind about things even when I have a great deal of information.	12.50	13.04	33.33	20.00
28. I am very worried about making good grades though so far they have been at least average.	87.50	86.96	66.67	56.67
29. I often feel depressed.	87.50	60.87	33.33	36.67
30. I have sometimes felt so down that I have considered suicide.	25.00	8.70	0	20.00
31. Alcohol is a problem to me.	0	4.35	0	0
32. Marijuana is a problem to me.	0	4.35	0	0
33. Tobacco is a problem to me.	0	17.39	0	10.00
Racial Discrimination Problems				
In the following items you are asked to define racial discrimination to include any situation in which there was (1) no structure by which you could participate and feel that there was potential for significant interaction, or, (2) where your views and attitudes as a minority were not represented.				
34. Do you feel that you have ever been discriminated against on the basis of race?	50.00	8.70	33.33	13.33
If you have noticed or experienced racism or racial discrimination in any of the following, mark (A) for "yes", if not mark (B) for "No".				
35. On campus housing	0	4.35	0	0
36. Off campus housing.	12.50	0	0	0

Student Needs Survey Items	Percent "yes" response for each item for Sex by Racial groups			
	Female		Male	
	Black n=8	Caucasian n=23	Black n=3	Caucasian n=30
Racial Discrimination Problems (continued)				
37. Admissions	12.50	0	0	0
38. Campus activities	12.50	4.35	0	3.33
39. Student groups or organizations such as Union Programs Council, ASG, Residence Hall Assoc., Arkansas Booster Club, honoraries.	0	0	0	0
40. Campus offices or services such as administrative offices or counseling center	0	0	0	0
41. Union programs such as public speaker event or a national theatrical group	0	0	0	0
42. In applying for financial aid, scholarships or grants	25.00	8.70	0	13.33
43. In applying for campus student employment	37.50	0	0	3.33
44. In encounters with your advisor	0	0	0	10.00
45. Attitudes and behavior of students	50.00	8.70	33.33	23.33
46. Have you ever felt discriminated against by teachers in the classroom (through jokes, undocumented comments in lectures, opinions, snide remarks, basis for grades). If so, please indicate the teacher's race (j) sex (k) Status (Faculty or teaching assistant) (l)	50.00	0	66.67	10.00
47. Have you ever felt discriminated against by students in the classroom (through jokes, undocumented comments, opinions, snide remarks, social exclusion). If so, please indicate the student's race (m) sex (n)	25.00	0	33.33	6.67
Sexual Discrimination Problems				
In the following items you are asked to define sexual discrimination to include any situation in which there was (1) no structure by which you could participate and feel that there was potential for significant interaction, or, (2) where your views and attitudes as a minority were not represented.				

Student Needs Survey Items	Percent "yes" response for each item for Sex by Racial groups			
	Female		Male	
	Black n=8	Caucasian n=23	Black n=3	Caucasian n=30
Sexual Discrimination Problems (cont.)				
48. Do you feel that you have ever been discriminated against on the basis of your sex?	25.00	21.74	0	10.00
If you have noticed or experienced sexism, sex discrimination, or unfair traditional sex role expectations in any of the following, mark (A) for "Yes", if not mark (B) for "No".				
49. On campus housing	12.50	0	0	3.33
50. Off campus housing	0	0	0	0
51. Admissions	12.50	4.35	0	0
52. Campus activities	0	0	0	0
53. Student groups or organizations such as Union Programs Council, ASG, Residence Hall Assoc., Arkansas Booster Club, honoraries	0	0	0	3.33
54. Campus offices or services such as administrative offices or counseling center	0	4.35	0	0
55. Union programs such as public speaker event or a national theatrical production	0	0	0	0
56. In applying for financial aid, scholarships or grants	12.50	4.35	0	6.67
57. In applying for campus student employment	0	8.70	0	3.33
58. In encounters with your advisor	0	8.70	0	0
59. Attitudes and behaviors of male students	25.00	17.39	0	10.00
60. Attitudes and behaviors of female students	25.00	8.70	0	20.00

Student Needs Survey Items	Percent "yes" response for each item for Sex by Racial groups			
	Female		Male	
	Black n=8	Caucasian n=23	Black n=3	Caucasian n=30
Sexual Discrimination Problems (cont.)				
61. Have you ever felt discriminated against by teachers in the classroom (through jokes, undocumented comments in lectures, opinions, snide remarks, basis for grades). If so, please indicate the teacher's race (v) sex (w) status (Faculty or teaching assistant (x)	12.50	0	0	3.33
62. Have you ever felt discriminated against by students in the classroom (through jokes, undocumented comments, opinions, snide remarks, social exclusion). If so, please indicate the student's race (y) sex (z)	0	0	0	3.33
Please mark (A) if "yes" and (B) if "No" for the following items:				
Health Problems				
63. Physical ailments are interfering with my school work.	25.00	17.39	0	10.00
64. Birth control information is needed.	25.00	21.74	33.33	10.00
65. I need abortion counseling.	12.50	4.35	0	0
66. I believe I am not getting the proper nutrition in my diet.	37.50	21.74	66.67	23.33
67. More opportunities to engage in physical fitness programs should be made available at the U of A.	62.50	60.87	66.67	63.33
68. I lack adequate information about venereal disease.	3.50	0	33.33	10.00
69. I fear that I have venereal disease or have confirmed medically that I had venereal disease during this semester.	0	0	0	3.33
General Problems				
70. Finding part time work is a problem for me.	62.50	26.09	0	30.00

Student Needs Survey Items	Percent "yes" response for each item for Sex by Racial groups			
	Female		Male	
	Black n=8	Caucasian n=23	Black n=3	Caucasian n=30
General Problems (continued)				
71. Finding off campus housing is a problem for me.	12.50	13.04	0	20.00
72. Transportation difficulties are interfering with my planning.	25.00	30.43	0	16.67
73. Child care is overly expensive, inadequate or unavailable.	25.00	4.35	0	0
74. Financial problems are a concern to me.	62.50	47.83	0	70.00
75. Legal matters are a concern to me.	62.50	13.04	0	20.00
76. Religious concerns are not adequately handled here.	37.50	21.74	33.33	23.33
77. Personal physical security is a concern to me.	62.50	47.83	33.33	30.00